1042.b.65 Shk. Trans 1810

ILLUSTRATED WITH EXPLANATORY PLATES,

FOR THE

Use of Schools and the Public in General,

A New, Easy, and Expeditious

System of Short Hand,

On an improved, methodical Plan, designed from a Small Circle, Semi-Circle, Right Line and Point; every Letter formed for Joining and Continuation;

With Regular Lessons for Learners.

This System is made suitable to different purposes, for though Shortening Rules are essential for Expedition, the Alphabet is sufficient for private Memorandums.

TO WHICH ARE ADDED,

For the Use of Schools, Engravers, Letter-Carvers, Letter-Painters, &c.

PRINCIPLES FOR WRITING

THE

MODERN ROUND HANDS;

Compendiously shewing the proper Heights, Depths, Widths, Distances, and Forms of the Letters.

By William Harwin,

NORWICH,

Writing and Drawing Master, and Teacher of the most useful Branches of the Mathematics.

NORWICH:

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DEDICATION.

TO THE INGENIOUS

Youth of Great Britain.

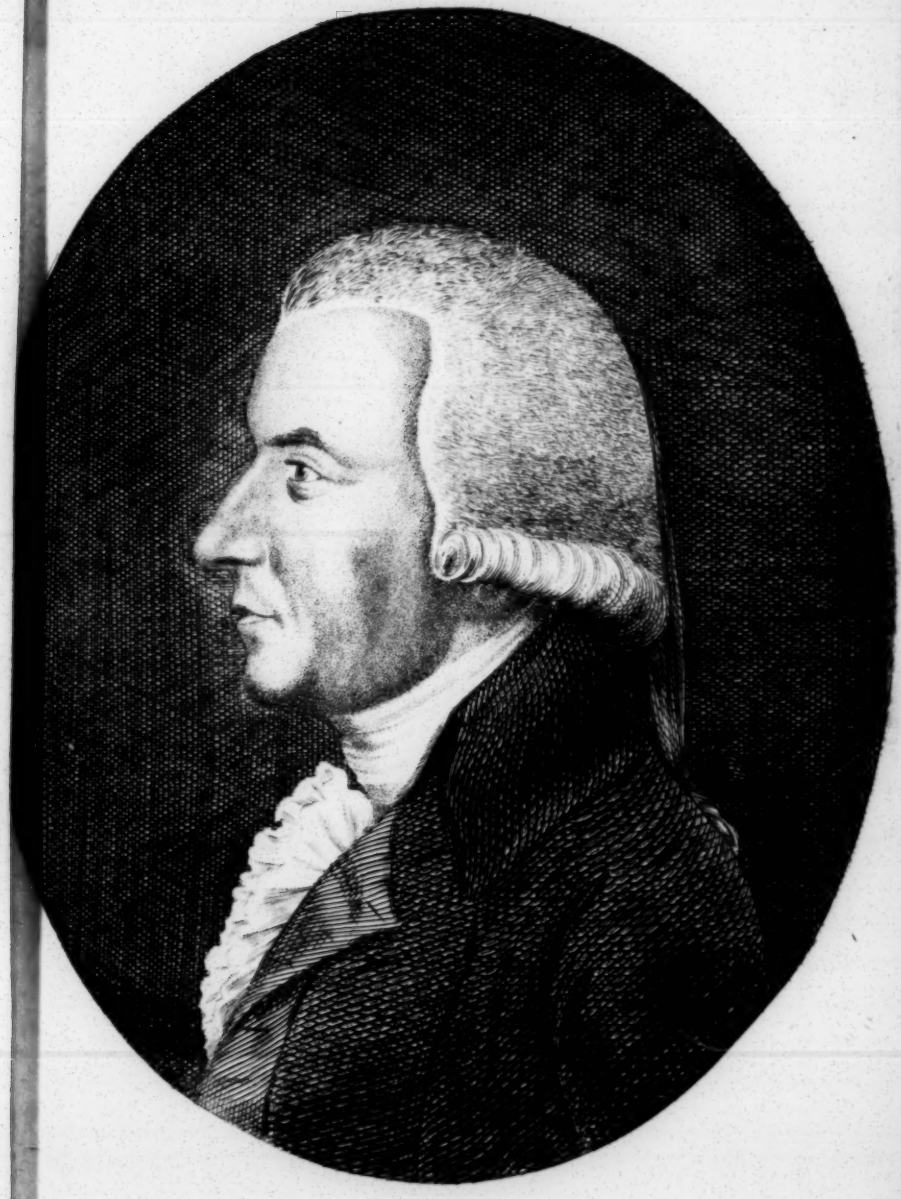
GENTLEMEN,

Having been a Teacher almoſt Thirty Years, and found by experience that Education is moſt effectually attained by a ſyſtematical purſuit; I take the liberty of dedicating to you theſe Principles:—Your Improvement and Approbation being the wiſh of

Your Sincere Friend,

W. HARWIN

NORWICH.
January 25, 1800



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INTRODUCTION.

I HAVE endeavoured in this Syſtem to retain ſome of the Beauties of others, and avoid their defects.

Large Syſtems tire the learners before they are perfect. Uncouth ſtrokes are not agreeable to the principles of brevity, nor fit for continuation, or joining of letters. One Letter formed like two others is often miſtaken for them. Taking the Pen off in the middle of a Word, to make a Dot for a Vowel, or placing the Termination by itſelf, loſes more time than finiſhing the Word by Continuation. Joining many Words together is liable to confuſe the Reader. Omiſſion of all Vowels, when ſome of them may be the principal ſounding letters, cauſes obſcurity; and Arbitrary Characters for words ſeldom uſed encumber the memory without utility.

By making my Syſtem Short, free from Uncouth ſtrokes, every Character ſyſtema-

tical, and never taking off the pen till the Word is finiſhed, writing every word ſeparately, uſing the principal ſounding letters, giving characters for words in general uſe, ſhortening long Words by Characters for Prepoſitions, Terminations, &c. it is rendered eaſy to be written or read.

This Syſtem may ſuit different purpoſes. The Alphabet alone may be thought ſufficient for private Memorandums; ſome will obſerve the words in general uſe, but thoſe who would be proficients muſt abridge the compound Words by the Characters for the Prepoſitions and Terminations, and follow the Rules for the Declenſion of Nouns, and every other requiſite.

The Principles for Writing the MODERN ROUND HANDS, I particularly recommend to thoſe who would wiſh to write a fine hand, as keeping to regular Rules is the only method to attain perfection.

HARWIN'S

EASY AND EXPEDITIOUS

System of Short Hand.

RULES TO BE REMEMBERED:

1st. Be as exact as poſſible in the form, ſize and poſition, of every Character

2d. When two ſimilar ſtraight Characters meet together, they are to be ſeparated by a ſmall cypher placed on the oppoſite ſide to those cyphers which are compounded with the straight characters.

3d. Write no more characters than are neceſſary to ſound the words.

4th. In Short Hand, One Letter may be uſed for another, if it be more agreeable to the ſound.

5th. Make a Letter coarse, or large, for a double letter.

6th. Never take off the pen till the word be finiſhed.

7th. Be perfect in the words in general uſe, and omit no opportunity of uſing them.

8th. Shorten the compound words with the characters for the prepoſitions and terminations.

9th. Always make uſe of the dots, or points, in the declenſion of nouns.

10th. Draw a ſtroke through a word, or ſentence, for a miſtake; then write it above.

11th. Draw a ſtroke under a word, or ſentence, for a repetition, omitting the repetition.

12th. Make a comma, or double the diſtance, for a ſtop.

It will be requiſite to examine the Synopſis whilſt reading the following Obſervations on the Rules and regular Leſſons for Learners.

1st. Be as exact as poſſible in the form, ſize, and poſition of every character.

2d. When two ſimilar ſtraight characters meet together, they are to be separated by a ſmall cypher placed on the oppoſite

ſide to thoſe cyphers which are compounded with the ſtraight characters.

This ſyſtem is compoſed of a ſmall circle, ſemi-circle, right line, and point or dot. The ſmall compounding circle, or cypher, may be made either round or elliptical, but as ſmall as convenient (See the &c. towards the lower part of column 2 in the Synopſis).

The ſemi-circles ſhould be as circular as poſſible (ſee the character for c). The right lines ſhould be as ſtraight as poſſible.

The Alphabet is compoſed of four ſemi-circles, compounded with ſmall cyphers, placed internally at their ends, and four without cyphers; eight right lines compounded with a ſmall cypher at their ends, and eight without. The ſmall compounding cyphers, making parts of letters, are to be placed over the i or y, k or qu, and on the left ſide of the other ſtraight characters that have cyphers (ſee in the Synopſis e, f or ph, g or j, u, x, th, i or y, and k or qu); but when two ſimilar ſtraight characters as t and x, or h and f, &c. meet together, they muſt be ſeparated by a ſmall cypher, placed on

the right ſide; and if ch and n meet, the parting cypher muſt be placed below, to diſtinguiſh them from cyphers making part of a letter, according to rule 2. (See the Words *Pink* and *Tax* in the Synopſis).

In the Alphabet, all the ſhort right lines, and all the ſemi-circles, are to be made nearly of one ſize, but as ſmall as you pleaſe. The three long ſtrokes with cyphers as e, i or y, and u, alſo the three long ſtrokes without cyphers, as a, ch, or sh, and o, are to be nearly three times the length of the ſhort characters, that they may be perfectly diſtinguiſhed from them.

Leſſon 1ſt. Begin with the four characters h, n, s, or z, and t, writing a line of each ſingly and ſlowly according to rule the 1ſt. then write four lines, joining the four characters.

Leſſon 2d. Write the four characters f or ph, g or j, k or qu, and x, ſingly, one line of each character, then write four lines, joining them together, as Leſſon 1ſt. taking care to place the ſmall compounding cypher above the character k or qu, and on the left ſide of the others.

Leſſon 3d. Practice the three characters a, ch or ſh, and o, obſerving that a is to be begun at the bottom, and made upward, ch or ſh horizontal, and o downward: Write theſe ſingly, then joined as before.

Theſe three letters are to be made with the ſide of the pen, the laſt part of a and o not riſing above, or dropping beneath the line of ch and ſh more than the length of h; the ſingle character ſt may be made at the end of theſe, beginning at the bottom, and ſlanted like a.

Leſſon 4th. As a, ch, or ſh, o and ſt, in the laſt leſſon, ſo practice e, i or y, u and th, beginning e and th, at the bottom.

Leſſon 5th. Write the four ſemi-circles c, r, v or w, and d, firſt ſingly, then joined, taking care that the laſt point of each character be in a line with the firſt; practice theſe as before. The b, m, l, and p, ſhould be practiſed with the ſame care, placing the compounding cypher at the end, inclining inward.

Leſſon 6th. It is proper now to go through the Alphabet again, beginning

with the firſt four letters a, b, c and d, joining them together; then e, f or ph, g or j, and h, and ſo continue till the Alphabet be finiſhed; attending to Rule 1ſt; not forgetting a, e, ſt and th, which begin at the bottom, finiſh at the top, and are ſlanted alike.

Leſſon 7th. Join a and th, ſt and a, t and x, taking care to place a ſmall cypher on the right hand, between each of the two characters; the cyphers compounded with the letters being on the left; alſo n & i or y, ch or ſh, and k; the ſmall cypher between each of the two characters muſt be placed below to diſtinguiſh them, becauſe the cyphers compounded with letters are above, according to Rule 2d. (ſee the words *Pink* and *Tax*, in the Synopſis).

Rule 3d. Write no more characters than are neceſſary to ſound the words.

Leſſon 8th. Write ltrs for letters, Evnglst for Evangeliſt, wt for what, wth for with, dnwd for downward, &c. Obſerve, the vowels are not ſo much uſed as the conſonants, therefore the vowels are of the longeſt characters.

Rule 4th. In Short-Hand, one letter may be uſed for another, if it be more agreeable to the ſound; that is, k or x for c hard, ſ for ti or c ſoft, u for double o; thus ſn for tion, tian, ſion, and cion, xn for action, ection and exion, kſn for cation, ns for nace and neſs, ſl for tial, ſelf, ſel, &c.

Leſſon 9th. Practice the words correction, nation, decide, ſooth, occaſion, furnace, himſelf, &c. (See the word *Introduction* in the Synopſis).

Rule 5th. Make a letter coarſe, or large, for a double letter.

If both letters are to be ſounded, keep to the Rule, but if only one is to be ſounded, only one is to be written; and that in the common method.

Rule 6th. Never take off the pen, till the word is finiſhed. Continuation makes Expedition.

Rule 7th. Be perfect in the words in general uſe, and omit no opportunity of uſing them.

To aſſiſt the memory, obſerve that the words in general uſe in No. 1 have the

the vowels a or e in them, and are repreſented only by the letters of the Alphabet (See *of her* in the Synopſis).

The words in general uſe in No. 2 have the vowels i or y in them, and are repreſented by the letters of the Alphabet with a ſmall cypher at the beginning of each. (See *from him* in the Synopſis).

The Words in general uſe in No. 3 have the vowels *o* or *u* in them, and are repreſented by the letters of the Alphabet No. 1, finiſhing with a daſh thrown as upright as convenient, like the character which ſtands for *that is*, or *that is to ſay* (See *to our* in the Synopſis).

Leſſon 10th. Practice the characters of No. 2 and 3 ſingly.

Many may think ſome of theſe Words in Nos. 2 and 3, might have been repreſented by the ſimple characters; ſuch are to remark that expedition is not my only motive, but method and perſpicuity.

Rule 8th. Shorten the compound words with the characters for the prepoſitions and terminations.

The prepoſitions or beginnings of words, in No. 2, have the ſame characters as the words in general uſe in No. 2.

Example. The word *Introduction* in the Synopſis is begun with the Character for the prepoſition *intro*, to which is joined *dxn*.

The terminations or endings of words in No. 3, have the ſame characters as words in general uſe in No. 3.

Example. The word *wiſdom* in the Synopſis is begun with *ws*, and ended with the termination *dom*.

When prepoſitions, or terminations, fall in the middle of a word, write their ſounding letters.

If the s be required at the end of a termination to ſhew the plural, it may be brought down a ſhort diſtance at the back, though frequently it may be omitted,

The hyphens between the ſyllables of the words in general uſe, and prepoſitions in the Synopſis, ſhew thoſe ſyllables may be added if required.

The ſame Character will ſtand for the ſame kind of prepoſitions or terminations,

through all the vowels, though there be but one or more in the liſt; for the ſame character which ſtands for *per* and *pre* will ſtand for *par*, *pir*, *por*, *pur*, *pyr*, *pra*, *pri*, *pro*, *pru*, *pry*; and the ſame character which ſtands for *ate*, ſtands for *ete*, *ite*, *ote*, *ute*, and *yte*, and thus of others.

Leſſon 11th. Practice the following words, ancient, ability, deſcribe, counteract, chargeable, diſcompoſe, fortify, hyperbolical, perſeverance, henceforth, incommodious, ſubmiſſive, tranſporting, Gregory, overage, erronious, liniment, underling, uppiſh, metaphyſically, calculate, introduction, wiſdom, ſupper, ſorrowful, nunnery, ſettlement, fellowſhip, niggardly, veture-ſome.

Rule 9th. Always make uſe of the dots or points in the declenſion of nouns.

The rule for placing the dots for the declenſion of nouns is given in the Synopſis, with proper examples, both of which muſt be ſtrictly adhered to.

Leſſon 12th. Practice, man, of man, to man, the man, from man; a book, of a book, to a book, the book, from a book; the

church, of the church, to the church, from the church.

Rule 10th. Draw a ſtroke through a word or ſentence for a miſtake, then write it above.

For a miſtake in a ſingle word, ſtrike a ſmall daſh through it, like the character for *that is*, or, *that is to ſay*; ſhould it be a ſentence, never ſtop to ſcrape-out, but range one continued line through the whole, then write correctly over it (ſee *a miſtake* in the Synopſis).

Rule 11th. Draw a ſtroke under a word, or ſentence, for a repetition, omitting the repetition.

The word, or ſentence, is to be written only once; then drawing a ſtroke under it and parallel to it, ſhews it is to be repeated (See *lord, lord*, in the Synopſis).

Rule 12th. Make a comma, or double the diſtance, for a ſtop.

I prefer leaving a double diſtance, but ſhould that be omitted, a comma may be made afterwards.

The learner having gone through the Twelve Rules and Twelve Leſſons, I now

recommend him to get a common Spelling Book, ſuppoſe Dilworth's, and practice, firſt with a hard nibbed pen, thoſe eaſy reading leſſons of one ſyllable, then thoſe of two, three, &c. keeping to the Rules, and reading them frequently afterwards, for the more he practiſes, if he is attentive to the rules, the ſooner he will be perfect. The Lord's Prayer, and 148th Pſalm, are ſufficient examples.

In Schools, after the Scholar has written his exerciſe, the Maſter ſhould correct it, according to Rule 10; then the Scholar ſhould write it again, and if the Maſter find it perfect, the Scholar ſhould take a fair copy of it into a book which is kept for perfect work; this book he ſhould often read, as it will improve him; for there is as much attention required in reading as in writing.

If the Maſter have many learners, let one ſit by himſelf and write; then deliver his work to another who knows nothing of what he has written to decypher it; this will teach them to read another's writing as well as their own, every writer having ſome peculiarity.

HARWIN'S

PRINCIPLES for WRITING

The Modern Round Hands.

IN the Scale of the Principles, the Large Hand ſhews the full proportion of each letter in the Alphabet, how they are deſigned from each other, and are in part alike.

The Small Hand has as many letters together, between the Commas, as are deſigned from each other in the Large.

The Large and Small have the ſame proportion taken from the letter *u*. Heights and Depths are taken from the height of the *u*, as ſhewn by the parallel lines.

Widths and Diſtances are taken from the inward width, or clear of the *u*, as ſhewn by the figures and letter *c*.

The Clear, or inward width of the *u*, is equal to two-fifths of its height, or its height is equal to two clears and one half.

The clear is divided into fourths and fifths.

The breadth of a full ſtroke is equal to one fifth of the clear of the *u*.

The diſtance between words two clears.

Formerly the width of the *u* was equal to half its height, and the full ſtroke equal to one fourth of the width, but this proportion is too heavy for the moderns.

The height of capitals is one *u* and one half above the ſmall letters, no other proportions can be given, their forms varying according to the fancies of the writers.

The height of figures one quarter of the *u* above the ſmall letters.

Croſs the looped ſtems above, and the looped tails below the other ſmall letters.

To find the Proportion of a Letter.

Thoſe you find it with in the Small Hand will direct you where to find it in the Large, with its form and proportion. Suppoſe you would know the proportion of *b*.

In the Small Hand, you may find it in the ſame diviſion with the *v* and *w*; in the large, it is deſigned from the *v*, or laſt part of the *w*, its plain ſtem is one *u* and one fourth above, and the width of the bottom is one clear and one fifth.

But if the ſtem be looped; it is one *u* and three fourths above, and the width of the loop one clear; thus you may find the proportion of others.

When the Round Text is required to be very large, the ſtems and tails diminiſh their proportional length; to gain room for more lines, ſign-writers diminiſh their

proportional length conſiderably, by which they loſe that elegant freedom.

I have obſerved many Pieces of Penmanſhip, Engravings, and Show Boards, carefully executed which yet appeared heavy, owing to the carrying off the fine ſtrokes too high in the m, n, p, h, r, &c. which ſhould be carried off from the middle. The fine ſtrokes in the letters y, u, &c. and between moſt of the letters, ought to be carried up to the middle.

In running-hand, the fine ſtrokes within the m, n, &c. ſhould come off near their bottoms, and in the y, u, w, &c. be carried up nearly to their tops; the width of the u ſhould be full half its height, and the widths of other letters in proportion; the lengths of ſtems and tails, if the ſpace will allow it, may be double the rule for round hand. I have ever found that the beſt method for the improvement of youth, is to inſiſt on a ſtrict obſervance of the rules. The two ſpecimens given at the end, engraved from the writings of two of my ſcholars, will ſhew my labour has not been loſt.

An eaſy way to find the proper ſlant; (ſee the ſcale of Principles.) Firſt draw the line C M, and with any width of your compaſſes, ſet one foot on C, form the curve A B, with the ſame width ſet one foot on A, and interſect the curve at D, then turning the point from A to B, whilſt the other

reſt on D, deſcribe the curve B E, bring the ſame point back to B, and with the other, form the curve D E; draw a line from C through the interſection E, and it will be a perpendicular.

Next divide D G into three equal parts, take one third of one of those parts, and ſet from D towards A, there make a ſmall interſection; draw a line from C through this interſection to L, and it will be a proper ſlant for the letters.

Suppoſe a painter wanted to write a word or ſentence in a certain ſpace; What ſhould be the height of the *u*?

Firſt let him write it on a piece of paper, then calculate by the Principles how many *u's* it will require, allowing for the capitals; divide the length required into ſo many equal parts, then one of thoſe parts will be the width of the *u*, which may be ſet from C to I, half this turned five times over will reach from C to K, the height of the *u* required.

To form a double line for writing, draw K N parallel to C M, from theſe the other parallel lines above and below may be drawn like thoſe in the Principles.

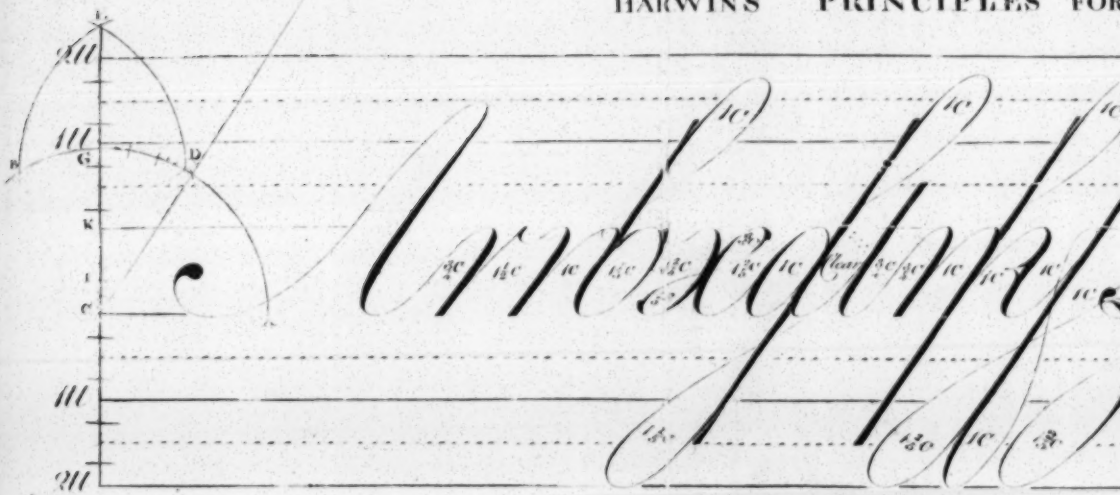
Next divide C I, the clear of the u into four and five parts, which will be a ſcale for the widths.

16 DE 51

FINIS.

[Printed by J. Payne, Market-Place, Norwich.]

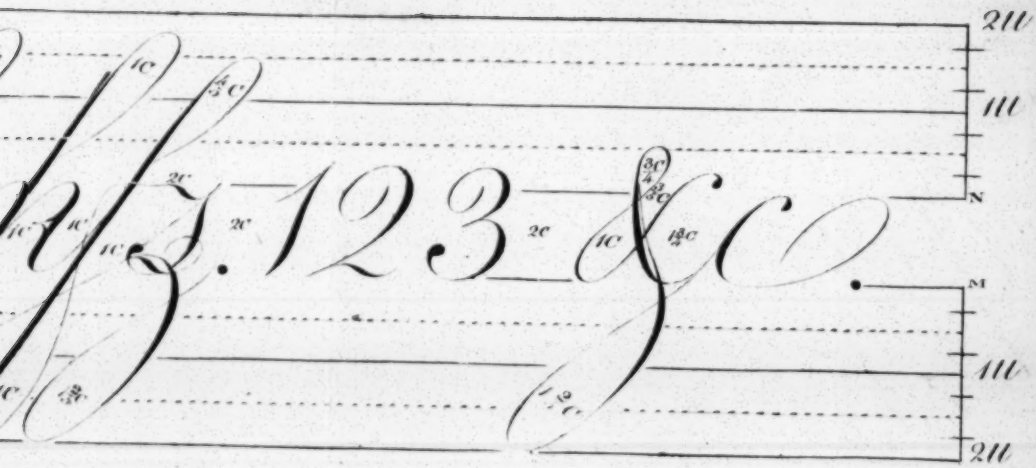
HARWIN'S PRINCIPLES FOR



nnvobb, xaxc, adllggqiut, mnh

W. Harwin Script.

Published Jan.y 21 1800



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J. Gray Sculpt

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Matthew
Chap xxii.
John Blackburn Aged 10½ Yrs Scripsit at

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Ver 37.
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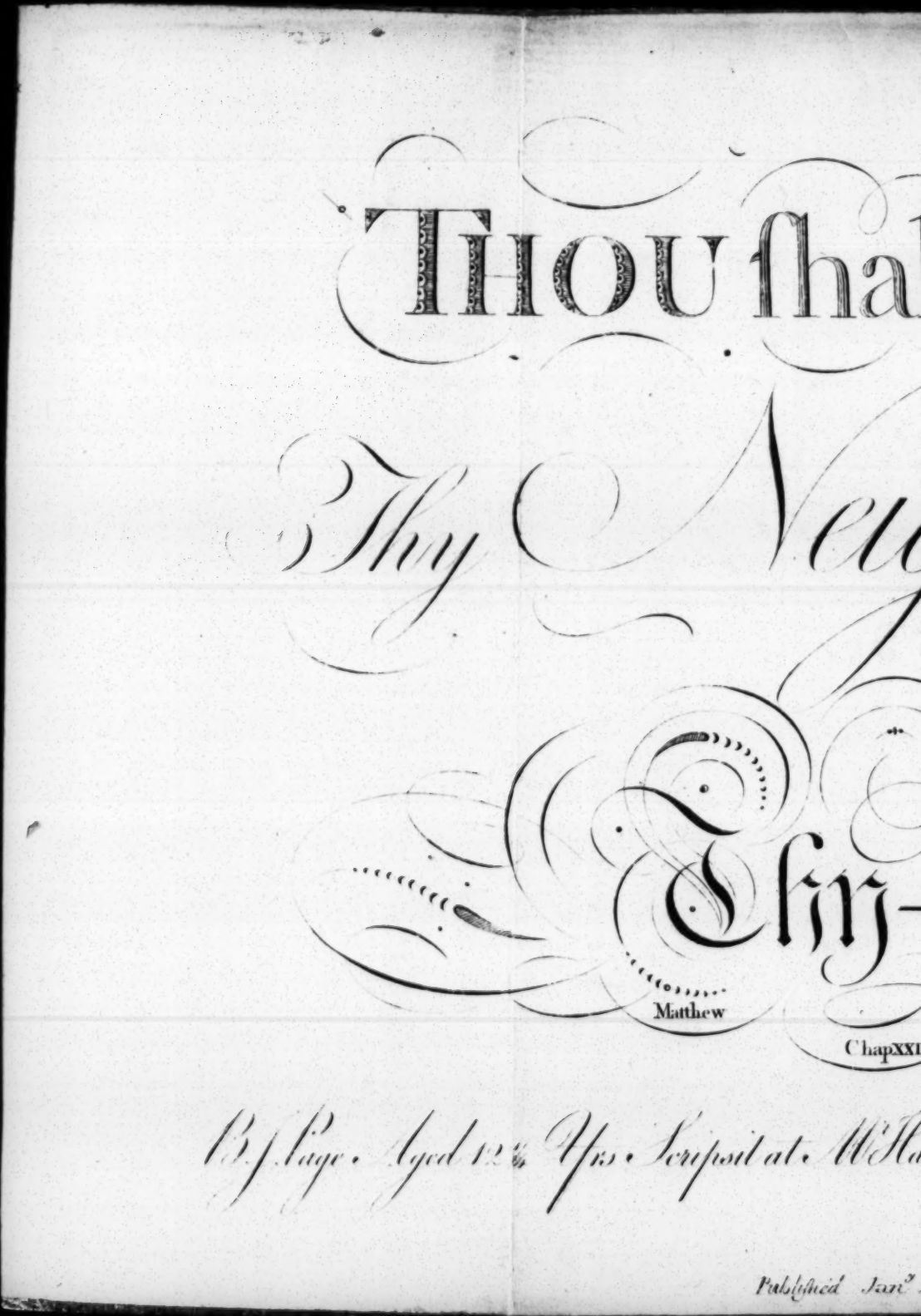
sit at Mr. Harwin's School Norwich Feb.y 22.nd 1780.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Chap XXII.

. Mr Harwin's School. Norwich. May 9th 1780.

Published Jan 24 1800